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ABSTRACT

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This competency booklet covers three tasks needed to prepare for the job search: choosing a job and preparing for employment, compiling information for applications and resumes, and preparing the resume. Each task is coordinated with operational units, a performance objective, and a step-by-step procedure for performing the task as well as suggestions for evaluation. Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (KC)

ED288973

Work Skills

Job Search Skills
Competency 1

Prepare for the Job Search

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Connections
School and Work Transitions

Work Skills

Competency 1.0
Prepare for the Job Search

A Module in the Job Search Skills Series

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Introduction

The Job Search Skills training program is designed to prepare you for each phase of the job search—from the employer contact . . . to the application . . . to the interview . . . to the job.

How Does Job Search Skills Prepare You for the Job Search?

Job Search Skills tells you the exact skills you need to conduct a job search. And it gives you ways to learn, practice, and apply the skills. It also gives you a way to document or prove that you have mastered the skills.

What Is So Special about the Job Search Skills Program?

The Job Search Skills training program follows a special course of instruction. It is called individualized competency-based instruction.

Individualized Competency-Based Instruction

That is a long title!

- *Individualized* means it is designed for you and your needs.
- *Competency-based instruction* means the instruction is based on competencies or sets of skills.

Individualized competency-based instruction is special. It allows you to work on skills you need.

For example, do you have a properly prepared resume? Yes? Then you do not have to develop this competency. You already have it. You can spend your time on competencies you need. Do you need to spend more time on learning to complete an application? Then do it. You can match this program to meet your needs.

There is another advantage to an individualized program. It allows you to proceed at your own pace. You may find that some skills are easy for you. They will require little time to develop. Other skills may be especially difficult. Developing those skills will require more time. You can determine the time you spend on each skill. You can set the pace.

But, don't allow yourself to become lazy! The earlier that you can become competent in these skills, the sooner you can go out and get a job.

What Are the Competencies Necessary For Job Search?

Employers, placement officers, guidance counselors, and personnel directors have helped to identify five major job search competencies. These are:

1.0 Prepare for the Job Search
2.0 Search for Available Jobs
3.0 Apply for Jobs
4.0 Interview for Jobs
5.0 Handle Job Offers

How Is This Individualized Program Built around These Competencies?

Instructions for developing each of these five job search competencies are in five separate modules. This module contains instructions for Competency 1.0: Prepare for the Job Search. Look at the outline that follows. Find the competency statement. It is listed by whole number. Example:

1.0: Prepare for the Job Search

1.0: Prepare for the Job Search

1.01: Choose a Job and Prepare for Employment

1.01A. Determine the Jobs for Which You Are Qualified

1.01B. Define the Hiring Practices for the Job

1.01C. Meet the Hiring Requirements

1.02: Compile Information for Applications and Resumes

1.02A. Record Personal Data

1.02B. State Your Career Objective

1.02C. List Your Formal Education and Training

1.02D. List Special Skills

1.02E. List Your Work Experiences

1.02F. List Volunteer Experiences

1.02G. List Special Credits and Activities

1.02H. List References

1.03: Prepare the Resume

1.03A. Choose a Type of Resume to Prepare

1.03B. Prepare a Draft Copy of Your Resume

1.03C. Prepare the Final Copy of Your Resume

Each competency is broken down into tasks. These tasks are *parts* of competencies. They are the tasks you must do to develop the competencies. The tasks are numbered with decimals. Example:

1.01: Choose a Job and Prepare for Employment
1.02: Compile Information for Applications and Resumes

Each task is broken down into operational units. Operational units are units of work. They are *parts* of tasks. The operational unit to each task is designated by letter. Example:

1.01A: Determine the Jobs for Which You Are Qualified
1.01B: Define the Hiring Practices for the Job

Read through the outline. Get to know the content areas.

How Should You Begin?

First, learn how the module is organized. Turn to the first operational unit. Each operational unit is titled in this way.

Competency 1.0: Prepare for the Job Search

Task 1.01: Choose a Job and Prepare for Employment

Operational Unit 1.01A: **Determine the Jobs for Which You Are Qualified**

Next is the performance objective. This objective is a statement. It describes three things:

- The conditions under which you begin your performance:

  Given instructions for learning about self and jobs

- The job-related performance expected of you:

  you will be able to identify at least one job for which you feel suited

- The standards of performance:

  to the satisfaction of the instructor

Next are the steps you must follow to do the unit of work. Example:

Step 1. Identify the job or kind of job you would like.

Following are the procedures you must follow to do the steps. Example:

a. Identify your interests and abilities. Do Part 1 of Worksheet 1.01A.
b. List your interests and abilities. Record this and all information on Part 3 of Worksheet 1.01A.
c. List any jobs you have enjoyed in the past.

Read the information. Follow the instructions. All information sheets are in the module. Your instructor has copies of the worksheets. Be sure to fill out your worksheets neatly and completely. You will refer to them throughout the program.

After you complete all the procedures and steps in a unit, **stop**. Decide how you are doing. Seek help from your instructor if necessary.

Next, rate yourself on the evaluation checklist. Your instructor has copies of the evaluation checklist.

Then, show your worksheet and checklist to the instructor. Your instructor will check your work and rate you on the checklist.

This checklist is a helpful tool. It will tell you the sets of skills you have. It will tell your instructor—and prospective employer—the skills you have.

Now, before you begin this module, talk with your counselor. Talk with your instructor. Review your experiences. Are there some competencies you can show now? For example, do you have a properly prepared resume?

Read the evaluation checklists on the operational units. Can you perform the steps? If so, see your instructor. Ask him or her to evaluate you. Then, find out which module to begin. Seek your instructor's advice.

Now, begin to work on a competency you need.

Good luck! Enjoy the Job Search Skills training program. Then get a job!

Task 1.01
Choose a Job and Prepare for Employment

Competency 1.0:	Prepare for the Job Search
Task 1.01:	Choose a Job and Prepare for Employment
Operational Unit 1.01A:	**Determine the Jobs for Which You Are Qualified**
Performance Objective:	Given instructions for learning about yourself and jobs, you will be able to identify at least one job for which you feel suited to the satisfaction of the instructor.

Step 1. Identify the job or kind of job you would like.

a. Identify your interests and abilities. Do Part 1 of Worksheet 1.01A.
b. List your interests and abilities. Record them and all information on Part 3 of Worksheet 1.01A.
c. List any jobs you have enjoyed in the past.
d. Think of jobs you might consider. Review career information. Look in the *Occupational Outlook Handbook*. Visit a Career Information Center. Talk with your counselor and instructor.
e. Make a list of jobs you might consider. Use Part 3 of Worksheet 1.01A.
f. Discuss other job options with other students and with your parents, relatives, and friends. Talk with your instructor, too. Get advice.
g. List the kind of job you want to find. Example:
   computer service technician

Step 2. Find out the job qualifications.

a. Read a job description. Consult the *Occupational Outlook Handbook*. Or look at

other sources of career information.

b. List the education and training requirements. What education and training is needed for the job?
c. List the job responsibilities. What tasks would you have to do?

Step 3. Match your education and skills to the job description.

a. List your education. What diplomas or degrees do you have? High school? GED?
b. Identify the skills you have in the job area. Do Part 2 of Worksheet 1.01A.
c. List the skills you have identified on Part 3 of Worksheet 1.01A.
d. Compare your lists to the list of job responsibilities. Do you have the education necessary to meet these responsibilities? Do you have the skills?

Step 4. Consider personal needs in relation to the job.

a. Find out the salary paid to workers in each kind of work. Consult the *Occupational Outlook Handbook*.
b. Find out the employment outlook for each occupation.
c. Find out the working hours.
d. Find out the opportunities for advancement.
e. Find out the location of most job opportunities—downtown office, plant outside of town, etc. Talk with your instructor.
f. List this information on the worksheet.

Step 5. Select the kind of job you will seek.

a. List the jobs you feel qualified to do. Analyze the information you have gathered.
b. Identify the jobs you are most likely to get. Discuss your list with your instructor. Talk with other participants, too. Get their advice.

c. Choose at least one job that best suits your immediate needs, skills, and goals. You will deal with future, long-term goals later.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

Competency 1.0:	Prepare for the Job Search
Task 1.01:	Choose a Job and Prepare for Employment
Operational Unit 1.01B:	**Define the Hiring Practices for the Job**
Performance Objective:	Given a specific job choice, you will be able to identify the specific hiring practices for the job to the satisfaction of the instructor.

Step 1. Find out when applications are taken.

a. Find out if there are key times you should apply. For example, retail stores hire many people in October, before the holidays.
b. Find out if there are special days on which you must apply.

Step 2. Find out if there are any restrictions on hiring.

a. Find out if you have to have lived in the state for a given time . . . or in the town where you will work.
b. Find out if there are legal restrictions. For example, many restaurants have liquor licenses. In most states, waitresses and waiters must be 21 years old to serve alcoholic drinks. Or you may need to be bondable (have no police record for felonies).
c. Find out if there are any restrictions unique to apprenticeship programs. Contact the local or state bureau of apprenticeship training.

Step 3. Identify any tests you may have to take. For example, do you have to take the Civil Service Test? Read Information Sheet 1.01B.

Step 4. Record this information on Worksheet 1.01B.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit?. If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

Information Sheet 1.01B

There are four basic types of employment tests. You may be asked to take any of these four before you can be hired. Read the information below. It describes these tests. It tells what they try to measure.

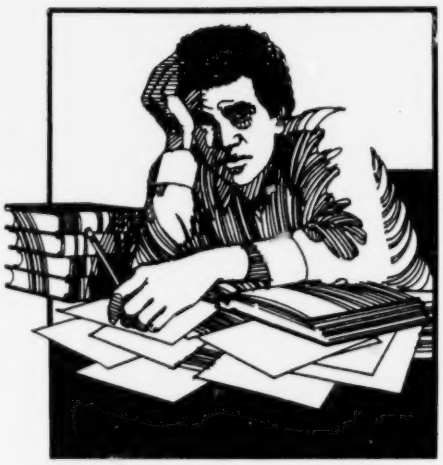
Intelligence Tests	Intelligence tests measure your ability to learn. The IQ test is a common type of intelligence test.
Ability Tests	Ability tests measure how well you operate or manipulate things. They measure things like speed, power, and understanding. Typing tests and shorthand transcription are ability tests.
Aptitude Tests	These tests measure your potential to be clever, skillful, knowledgeable, etc. They predict how well you will be able to do something. The GATB (General Aptitude Test Battery) and the Differential Aptitude Test Battery are aptitude tests.
Psychological or Personality Tests	These are not tests in the true sense. They are more like surveys. They show the kinds of things you like to do . . . your interests. They help to identify your character strengths and weaknesses and your values.

Find out the types of tests you may be asked to take. Don't be afraid to take them.

Competency 1.0:	Prepare for the Job Search
Task 1.01:	Choose a Job and Prepare for Employment
Operational Unit 1.01C:	**Meet the Hiring Requirements**
Performance Objective:	Given a specific job choice, you will be able to take steps to meet the hiring requirements for the job to the satisfaction of the instructor.

Step 1. Prepare to take employment tests.

a. Read the Test-Taking Guidelines on Information Sheet 1.01C.
b. Follow the steps when you take the tests.



Step 2. Pass any required tests.

a. Note the dates and locations of the tests. Get this information from your instructor or counselor.
b. Make arrangements to take the tests. Ask your instructor for help, if necessary.
c. Prepare for the test. For example, practice typing letters.
d. Take the tests.

Step 3. Alter plans to meet hiring conditions.

a. Limit the places you seek work. For example, some government jobs have a residence requirement. (You have to live in the town where you work.) If so, seek a similar job elsewhere—in private industry . . . or move.
b. Limit your job responsibilities. For example, be a waitress or waiter at a family restaurant. There you do not have to serve cocktails.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then talk with your instructor. Explain the steps you have taken to meet the hiring requirements for the job.

Your instructor will make sure you have met all requirements, rate you on the evaluation checklist, and advise you if necessary.

Information Sheet 1.01C

Test-Taking Guidelines

Following are some test-taking guidelines. Read them. Keep them in mind when you are asked to take a test.

1. Get proper sleep the night before the test. You should be alert and well rested when taking any tests.
2. Eat breakfast. Give fuel to your body.
3. Arrive early for the test. Then you will have time to get organized . . . get in your seat, arrange your materials, etc.
4. Practice or study to prepare for some tests, like the typing test. Get a sample of types of questions that are on tests.
5. Read the directions several times. Make sure you understand *exactly* what you must do. You could miss a lot of questions if you do not understand the directions. Ask questions if confused.
6. Find out how the test will be scored. If you don't answer a question, is it marked *wrong*? Or are you graded only on the questions you answer? Know the method that will be used. It will help you decide when and whether to guess.
7. Pace yourself. Don't spend too much time on one question. You should try to answer all the questions, if possible.
8. Expect some tests to get more difficult as you progress. Don't be discouraged. Other people find them difficult too. Do the best you can.
9. Expect some tests to measure your speed. These tests have more items than you could possibly finish in the allotted time. Do your best. Don't become worried. It will take your mind off the test . . . and slow you down.

Test Schedules

You can take some tests before you interview—like the Civil Service tests. However, other tests will be given after or during the interview.

Task 1.02
Compile Information for Applications and Resumes

Competency 1.0: Prepare for the Job Search

Task 1.02: Compile Information for Applications and Resumes

Operational Unit 1.02A: Record Personal Data

Performance Objective: Given the need for complete information about self, you will be able to record personal data with 100% accuracy.

Step 1. Print complete name.

a. Turn to Worksheet 1.02A. Record all personal data on the worksheet.
b. Print first, middle, and last name.
c. Do not use nicknames.
d. Print in upper and lower case. Example:
Susan Marie Trout

Step 2. Print your social security number.

a. Make sure you copy the number correctly. Look at your social security card. Or look at your driver's license.
b. If you don't have a number, apply for one. Go to the Social Security office. If there is none in your town, check your local post office.

Step 3. Print address information.

a. Print your current address. Include city, state, zip code, county, and township.
b. Print how long you have lived at the address.
c. Print your previous address and the number of years you lived there.
d. Write *N/A* (not applicable) if you have lived in the same place all your life.

Step 4. Print telephone numbers.

a. Include the area code.

b. List all the phone numbers where you can be reached.
c. If you do not have your own phone, record the name of the person's or office phone you listed.

Step 5. Print your date and place of birth.
Sometimes this is required. Example:

day month year

city state

You must answer this question honestly. Employers cannot discriminate against you because of age. But they can dismiss you if you lie.

Step 6. Print whether or not you are a citizen of the United States.

a. Check *yes* if you are a citizen.
b. If not, give visa number and type of visa.

Step 7. Print who should be notified in case of emergency.

a. Print name, relationship, and address.
b. Print home and work phone number.

Step 8. Print the name, address, and phone number of your physician.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

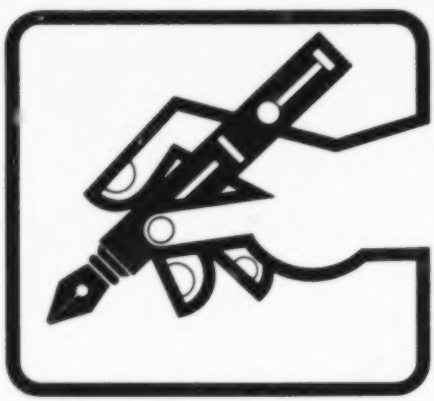
Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

Competency 1.0: Prepare for the Job Search

Task 1.02: Compile Information for Applications and Resumes

Operational Unit 1.02B: State Your Career Objective

Performance Objective: Given job goals and related skills, you will be able to write a comprehensive career objective to the satisfaction of the instructor.



Step 1. Write the name of the job you desire.

a. Turn to Worksheet 1.02B. Write all information on this worksheet.
b. Be specific about the job you desire. For example, write:
   Secretary
   not
   Clerical Work
c. Avoid being too specific. Don't write:
   Salesperson in Sports Department
   Rather, write:
   Position in Sales

Step 2. Indicate if you desire responsibility. State:

A managerial position in sales
or
A responsible position in sales

Step 3. Include general mention of your skills.

a. Think about the experiences you have had. For example, Have you worked in sales? in an office? in purchasing? Have you supervised other workers?
b. List the general knowledge or skills that relate to the job you seek.

Step 4. State your objective in one or two sentences. Example:

> *Career Objective:*
> *A managerial position in sales where I can use my knowledge of company operations and my experience in supervision.*

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, meet with a group of participants. Discuss your career objective statement. Are there ways you can improve your statement? Can you state your objective in a better way?

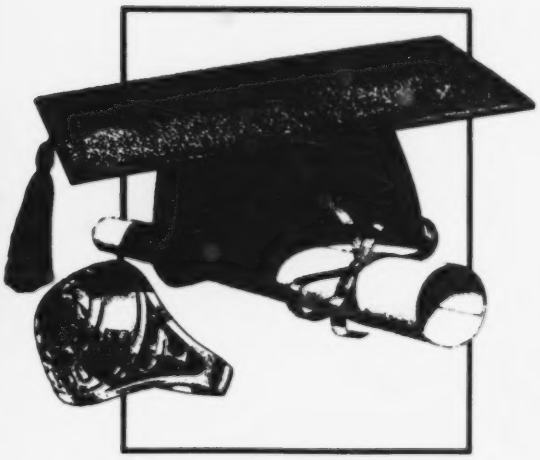
Make changes if you desire. Then complete the evaluation checklist and take your final statement to your instructor. Your instructor will review your career objective statement, rate you, and advise you, if necessary.

Competency 1.0: Prepare for the Job Search

Task 1.02: Compile Information for Applications and Resumes

Operational Unit 1.02C: List Your Formal Education and Training

Performance Objective: Given a Record of Education form, you will be able to complete the form with 100% accuracy.



Step 1. Use the form on Worksheet 1.02C.

Step 2. List the names and addresses of schools you attended.

Step 3. List the dates you entered and left each school.

Step 4. List special courses of study.

a. For junior high or high school, list *General*, *Business*, or *Vocational*.
b. For vocational school, list a specific area, like *Electronics*.

Step 5. List the number of grades you completed in each school.

Step 6. List your grade point average. The school office has this information.

Step 7. List if you received a diploma or a degree.

Step 8. List GED information in *Other* column.

a. Note if you received a GED.
b. List the date you received it.
c. List where you received it: name of institution and address.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

Competency 1.0: Prepare for the Job Search

Task 1.02: Compile Information for Applications and Resumes

Operational Unit 1.02D: List Special Skills

Performance Objective: Given the need to communicate to employers information about personal skills, you will be able to identify your job skills and work maturity skills to the satisfaction of the instructor.

Step 1. Identify job skills.

a. Read the list of job skills on Part 1 of Worksheet 1.02D. Check the skills you think you have.
b. Add other skills to the list.
c. Check your skills list from Worksheet 1.01A, Operational Unit 1.01A. Is your list complete?

Step 2. Identify your work maturity skills.

a. Read the list of work maturity skills. Turn to Part 2 of Worksheet 1.02D.
b. Check the skills you think you have.
c. Add other skills to the list.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

Competency 1.0:	Prepare for the Job Search
Task 1.02:	Compile Information for Applications and Resumes
Operational Unit 1.02E:	**List Your Work Experiences**
Performance Objective:	Given Work Experience forms, you will be able to fill out each form with 100% accuracy.

Step 1. List information about your past employers and your positions and salaries.

a. Turn to Worksheet 1.02E. Fill in the blanks. Work through the following procedures.
b. List your most recent employer first. Work backward from that employer.
c. Find correct and complete information. Look through personal records. Look in the telephone book. Call former employers.
d. Fill in the information. Record it neatly, accurately, and completely.

Step 2. List your specific job duties in each position.

a. Think of the tasks you performed in each job.
b. Think of every task you performed in a given day.
c. List all of your duties in detail.
d. Add other duties later if you think of them.
e. Use technical terms if appropriate.

Step 3. List special tools or machines you have used.

a. Take time to remember each piece of equipment you have used.
b. Use technical terms if employers will understand them.
c. Spell names correctly.

Step 4. List the length of each term of employment.

Write the month and year:

Employed from _____ to _____

Step 5. State reasons for leaving a job.

a. Never use negative responses. Don't use:
   The boss didn't like me.
   I quit.
   I didn't think the pay was high enough.
   I didn't like the other workers.
   I was injured at work.
   I was sent to jail.
   I was fired.

b. Use positive responses like the following:
   I wanted more responsibility.
   I returned to school.
   I became more interested in another type of work.
   I started my own business.
   I left to take care of my ailing father.
   I moved out of the city.
   I wanted more opportunities for advancement.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

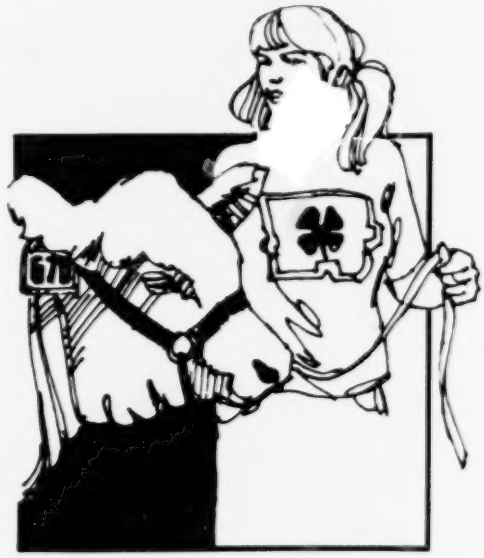
Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

Competency 1.0:	Prepare for the Job Search
Task 1.02:	Compile Information for Applications and Resumes
Operational Unit 1.02F:	**List Volunteer Experiences**
Performance Objective:	Given Volunteer Experience forms, you will be able to fill out each form with 100% accuracy.

Step 1. List the places where you volunteered. Use one copy of Worksheet 1.02F for each place you record.

a. Record the names of schools where you have volunteered.
b. Record the names of community organizations in which you have volunteered. For example:
   Big Brothers
   Big Sisters
   Little League Baseball
   Girl Scouts of America
c. Record the names of churches, hospitals, and other organizations where you have volunteered.



Step 2. Record information about each organization.

a. Record the location.
b. Record the telephone number.
c. Record the kind of organization.

Step 3. Record information about your experiences with each organization.

a. Write the title of your position.
b. Record the hours you worked each week.
c. Record the dates you worked.

d. List your responsibilities.
e. List any equipment you used.
f. Record any special training you received. Mention training that helped you do your tasks.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

Competency 1.0: Prepare for the Job Search

Task 1.02: Compile Information for Applications and Resumes

Operational Unit 1.02G: List Special Credits and Activities

Performance Objective: Given special credits and involvements, you will be able to list information about such activities with 100% accuracy.

Step 1. List any certifications, registrations, or licenses you have. (Record on Worksheet 1.02G.) Example:

Chauffeur license

Step 2. Give complete information.

a. Include license or registration number.
b. Include expiration date.

Step 3. List organizations or clubs to which you belong.

a. List the full and correct name. Example:

Future Farmers of America

b. Place a dash in the spaces if you have nothing to record here.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

Competency 1.0: Prepare for the Job Search

Task 1.02: Compile Information for Applications and Resumes

Operational Unit 1.02H: List References

Performance Objective: Given the need to verify job skills and abilities, you will be able to identify three people who will serve as references and list information about those people with 100% accuracy.

Step 1. Identify three people you could ask for references.

a. Do not list relatives, your doctor, or your lawyer.
b. Choose people who can speak about your skills, work attitudes and habits, and your sense of responsibility. Consider people like the following:
   - Former employers, supervisors, and co-workers
   - Former teachers
   - Your minister, priest, or rabbi
   - Personal acquaintances who have responsible positions (managers, presidents)
   - People who have known you for a long time
c. Choose people who will say positive things about you.
d. Choose people who can be easily contacted.
e. Write your list on Worksheet 1.02H.

Step 2. Ask permission from each person you listed.

a. Tell the person(s) the job you are seeking.
b. Explain your employment goals.

c. Tell the person(s) the weeks they may expect to receive calls.
d. Ask if you may list their telephone numbers. Find out if you may list both home and work numbers.

Step 3. List the address and phone number of each reference.

a. Verify the numbers you recorded. Look in the telephone book.
b. Copy the information neatly and accurately. Do this on Worksheet 1.02H.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

Task 1.03
Prepare the Resume

Competency 1.0: Prepare for the Job Search

Task 1.03: Prepare the Resume

Operational Unit 1.03A: Choose a Type of Resume to Prepare

Performance Objective: Given information about two types of resumes, you will be able to select the type that best reflects your experiences to the satisfaction of the instructor.

Step 1. Find out about two types of resumes.

a. Read Part 1 of Worksheet 1.03A.
b. Identify when it is best to use each type of resume. Do this on Part 2 of Worksheet 1.03A.

Step 2. Select the type of resume that is best for you.

a. Get your record sheets from Task 1.02. (See worksheets from Operational Units 1.02A-1.02H.)
b. Look at your employment record. Have you had regular employment?
c. Look at the type of work you have done. Does it relate to the job you seek?
d. Select the type of resume that is best for your purposes.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet and choice of resume, rate you on the evaluation checklist, and advise you if necessary.

Competency 1.0:	Prepare for the Job Search
Task 1.03:	Prepare the Resume
Operational Unit 1.03B:	**Prepare a Draft Copy of Your Resume**
Performance Objective:	Given a resume worksheet, you will be able to fill in the information with 100% accuracy.

Step 1. Record personal data.

a. Turn to the resume worksheet on Worksheet 1.03B.
b. Look at the samples of completed resumes on pages 46 and 47. Find the correct sample. Look at it as you prepare your own.
c. Begin at far left margin of Worksheet 1.03B. Begin about one and one-half inches from top of page.
d. Print your name in all capital letters.
e. Print your address.
f. Leave a space.
g. Print your telephone number(s).
h. Record birthdate and marital status at far right margin. This information is *not* required. List only if you wish.

Step 2. List your career objective.

a. Get your record sheets. (See worksheets from Operational Units 1.02A-1.02H.) Read what you wrote for a career objective.
b. Make any changes you wish. Remember, don't be too specific. Leave yourself open for a number of jobs.

Step 3. List work experiences.

a. Copy the facts from your record sheets.

b. Copy in the proper style for your type of resume. (See Part A of Information Sheet 1.03B.)
c. List job duties after each entry. Keep to one or two sentences.

Step 4. List additional experiences.

a. List job title and classification.
b. List description of job duties.

Step 5. List education and training.

a. Get the facts from your record sheets. (See Operational Units 1.02A-1.02H.)
b. Copy in the proper style for your type of resume. (See Part B of Information Sheet 1.03B.)

Step 6. List any special training.

a. List the name of the institution.
b. List the course title.
c. List any accomplishments.
d. State if you have a record of your competencies. (See Part C of Information Sheet 1.03B.)

Step 7. List personal items.

a. List any personal activities that relate to the job, for example, volunteer activities.
b. List several of your work maturity skills.
c. List any special conditions you would accept. For example:

I would work the evening shift.
I would travel to other cities.

Step 8. Check for spelling or grammatical errors.

a. Check the spelling of words. Look in the dictionary for correct spellings.
b. Check grammar. Look in an English usage book. Check use of commas, periods, semicolons. Check sentence structure.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your draft copy of the resume to the instructor. Your instructor will check for accuracy, comprehensiveness, spelling, and grammar . . . and advise you, if necessary.

Next, complete your evaluation checklist. Ask your instructor to rate you also.

Information Sheet 1.03B

Part A: List Work Experiences

Find the rules for the resume you selected. Follow those rules. Look at the sample resume as you work. Record your own information on your resume worksheet.

Chronological Resume:

1. Copy most recent experiences first.
2. List dates on left.
3. List facts on right.

Functional Resume:

1. Include dates within your job descriptions.
2. Underline your job title.

Part B: List Education and Training

Follow the rules for the resume you are preparing. Refer to the sample resume.

Chronological Resume:

1. List dates on left; facts on right.
2. List most recent education first.
3. Leave a space between entries.
4. List accomplishments.

Functional Resume:

1. Add the date to your education facts.
2. Space between entries.
3. List most recent school or degree first.
4. List accomplishments.

Part C: List Records of Competencies

Have you had the chance to become involved in other individualized competency-based programs? All programs have one thing in common. They provide a record of what you can do. They show each task you can do. They identify each competency you have achieved. For example, a competency record for a secretarial training program would look like this:

COMPETENCY RECORD

Name: John Doe

Occupation: Secretarial

☐ TRANSCRIBE AND PREPARE TYPEWRITTEN COMMUNICATIONS

- ☐ Perform basic typewriting operations
- ☐ Type from recorded dictation
- ☐ Take dictation in shorthand notes and transcribe from notes
- ☐ Take and transcribe minutes from meetings
- ☐ Type minutes
- ☐ Perform personal/professional typing
- ☐ Develop typewriting production power
- ☐ Type or prepare copy for reproduction
- ☐ Type for general office functions
- ☐ Prepare and type insurance forms
- ☐ Type manuscripts
- ☐ Proofread and correct typewritten material
- ☐ Type wills and codicils
- ☐ Type legal briefs
- ☐ Handle copies of material

Each time you complete a task, your instructor checks a box. At the end of the program, you will have a record of your achievements. This record is kept on file. You may get it from the school. Make copies of it to take with you. Use this record in your job search. Show the competency record to employers. It tells them your exact skills.

Chronological Resume

KEVIN KING
1358 Neil Avenue
Dayton, Ohio 45056

Born: November 21, 1957

Single

Home phone: 513/523-5536
Work phone: 513/523-1100

CAREER OBJECTIVE: A responsible secretarial position, preferably one in which I can use my insurance secretary training.

WORK EXPERIENCES:

Oct. 1978-Sept. 1981 — Witter Department Store. Columbus, Ohio. *Billing Clerk*. Duties included typing and sending customers' bills.

Oct. 1975-Oct. 1978 — Tremont Hardware. Columbus, Ohio. *Salesclerk*. Duties included operating cash register, stocking shelves.

June 1975-Oct. 1975 — Farris Fudge. Columbus, Ohio. *Salesperson*. Duties included making and selling fudge.

EDUCATION:

Sept. 1971-June 1975 — Thomas Jefferson High School.
Columbus, Ohio.

SPECIAL TRAINING:

Sept. 1981-Nov. 1981 — Skills Training Improvement Program, Bellows Adult Education Center. Columbus, Ohio. *Insurance Secretary Trainee*. Developed skills in basic recordkeeping, typing, inventory control, and shorthand. Competency record available on request.

Accomplishments. Developed specific competency in typing (55 words per minute) and recordkeeping.

PROFESSIONAL ORGANIZATIONS: Professional Secretaries, Inc. (PSI)

PERSONAL: Enthusiastic and conscientious. Willing to work Saturdays.

Functional Resume

KEVIN KING
1358 Neil Avenue
Dayton, Ohio 45056

Born: November 21, 1957

Single

Home phone: 513/523-5536
Work phone: 513/523-1100

CAREER OBJECTIVE:

A responsible secretarial position, preferably one in which I can use my insurance secretary training.

WORK EXPERIENCES:

Office Work

Billing Clerk. Witter Department Store. Columbus, Ohio. Typed customers' bills and mailed them to customers. October 1978 - September 1981.

Sales

Salesclerk. Tremont Hardware. Columbus, Ohio. Columbus, Ohio. Operated cash register, stocked shelves. October 1975 - October 1978.

Salesperson. Farris Fudge. Columbus, Ohio. Made and sold fudge.

EDUCATION

Thomas Jefferson High School. Columbus, Ohio. September 1971 - June 1975.

SPECIAL TRAINING:

Insurance Secretary Trainee. Skills Training Improvement Program. Bellows Adult Education Center. Columbus, Ohio. Developed skills in basic recordkeeping, typing, inventory control, and shorthand.

Accomplishments: Developed specific competency in typing (55 words per minute) and recordkeeping.

PROFESSIONAL ORGANIZATIONS:

Professional Secretaries, Inc. (PSI)

PERSONAL:

Enthusiastic, conscientious; willing to work Saturdays.

Competency 1.0: Prepare for the Job Search

Task 1.03: Prepare the Resume

Operational Unit 1.03C: Prepare the Final Copy of Your Resume

Performance Objective: Given a draft of your resume, you will be able to prepare a neat and accurate copy of the resume to the satisfaction of the instructor.

Step 1. Get advice from other students.

a. Ask a person to check your resume. Ask him or her to check words that look misspelled. Ask him or her to find grammar errors. Provide a dictionary and English usage book.
b. Ask the person to check for clarity. Is the information easy to understand?
c. Ask the person for suggestions. What are some ways you could improve the resume?
d. Form a group with several people. Get their advice.

Step 2. Make changes.

a. Follow the good suggestions you received.
b. Make sure the resume is no longer than two pages. One to one and one-half pages is best.
c. Change the copy. Make sure it says what you want it to say.
d. Take it to your instructor for approval.

Step 3. Type final copy.

a. If you cannot type, find someone who will do it for you. Use a machine with a dark ribbon. Use good bond paper.
b. Type the information correctly. Follow the same style throughout. For example, double space before each new title; type titles in all capital letters.

Step 4. Make corrections.

a. Proofread the copy.
b. Correct any typing errors. Do this carefully. Don't leave smudges. (Retype if necessary.)
c. Look at the final copy. Is it neat and attractive-looking? If not, type it again. Your resume gives the employer an impression of you. You want it to be a good one.

Step 5. Make copies of the final, perfect resume.

a. Find out where you can have this done cheaply. Talk with your instructor.
b. Order more copies than you need. If you have your resume printed, the first copies cost the most.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your resume to the instructor for evaluation. Your instructor will check your final copy of the resume, rate you, and advise you if necessary.

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For further information contact:

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